



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

Year 1

Transition Information July 2026/27

Miss Carroll
EYFS, Year 1 and 2
Phase Leader

Meet the Year 1 team

**Miss Atkins
Class Teacher**



**Miss Hall
Class Teacher**



Classrooms

Year 1 classrooms are situated in the main KS1 building and open onto the KS1 playground.

All classes have their own set of coat pegs inside the classroom – due to limited space in classrooms, please only use book bags for belongings (no huge rucksacks please)!

School day/timetable

- Children are welcome from 8.30am.
- **Drop off:** Parents/carers are able to walk their children to the classrooms via the path alongside the Reception play area and school field.
Alternatively, you can drop your child at the top of the path by the Year 2 and 3 building and they can walk down and into the classroom.
- **NOTE:** The gate will be locked at 8.50am and the register will be taken shortly afterwards.
Anybody arriving after this time will need to report to the office.
- Please be aware that the mornings are very busy, so please could we ask that you only discuss any issues with teachers in the morning, if it is urgent. For all other queries, please send a letter or email to admin for the attention of the teacher. Please understand the teacher may not be able to respond immediately due to teaching commitments and duties.
- There are two playtimes: 10.40am-10.55am and 2pm-2.10pm.
- Lunchtime is 12.00pm-1.00pm. (later than Reception)
- Children will use the KS1 playground for all playtime and lunchtimes.
- **End of day:** Children to be collected from their classrooms at 3:25pm

Expectations for year 1

There is a more formal and structured approach to learning. Children will begin to take more responsibility for their learning. They will have a set of books to record their learning in – a separate book for each subject.

Although classwork will get progressively harder as the year continues, the content will build upon skills already learnt from Reception.

Our key aim for the year is to encourage the children to become more independent learners whilst supporting them to adapt to the expectations of year 1.

We will encourage your child to independently:

- Hand in reading books to be changed
- Be responsible for their uniform – cardigans/jumpers/coats.
- Please ensure all clothes are labelled.

Transition

There will be a gradual transition from the EYFS curriculum to the Year 1 curriculum during the first half of the Autumn term. The afternoons will focus on different subjects through child initiated learning.

Moving forward, a typical structure of the school day will be as follows:

Morning:

- Phonics
- English
- Maths

Afternoon:

- RE, Science, Music, Computing, History, Geography, PE, PSHE or handwriting, Guided Reading

National Curriculum

Year 1 follows the National Curriculum. This can be found online.
https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_national_curriculum.pdf

There will also be a designated time to visit the computer suite for Computing lessons and the school library.

Each week children will have two sessions of PE – one inside and one outside. **The children will wear their PE kit to school.**

You will be informed of PE days by your class teacher once timetables have been finalised in September.

Curriculum Coverage - Maths

These are the areas in Maths the children will cover by the END OF YEAR 1:

- Number and Place Value (numbers to 100)
- Calculations (+, -, simple x and division)
- Number bonds to 20
- Reasoning and Problem Solving
- Fractions of shapes and quantities ($\frac{1}{2}$ & $\frac{1}{4}$)
- Measurement (length, weight, volume, money)
- Time – to the hour and half past as well as including days of the week and months of the year
- Properties of Shape (2D and 3D)
- Position and Direction of objects and shapes
- Using technical vocabulary such as more and less than, fewer, most, least, equal to

Maths – What can I do to help?

Count & order numbers up to 100

Read & write numbers up to 100 numerals (1-20 in words)

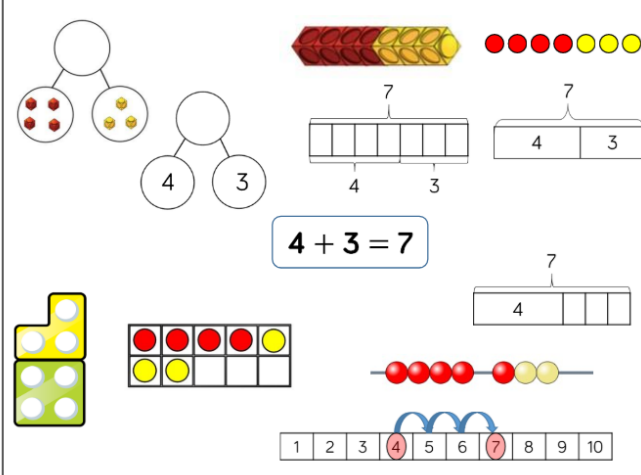
Number bonds to 10 then 20 - A number bond is a pair of numbers that always add together to make another, larger, number. Children are introduced to this concept through number bonds to 10: $0 + 10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, and $5 + 5$.

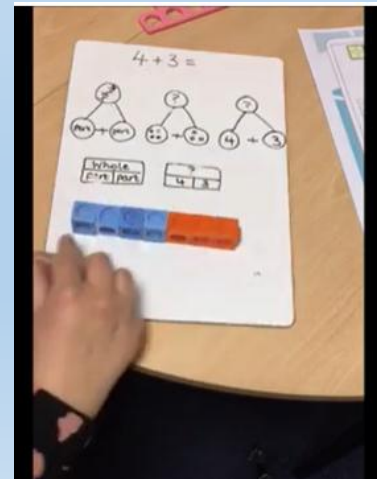
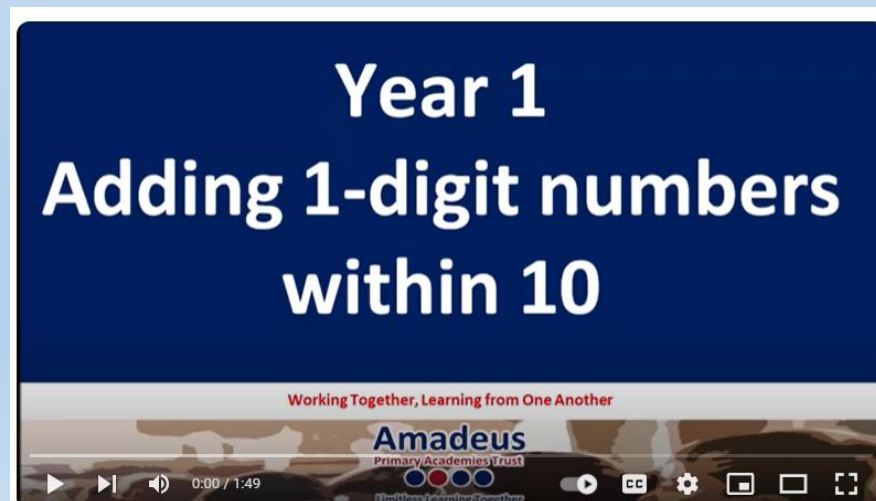
Count in multiples of 2, 5 and 10

Look at the calculation policy on the [website](#)...

And the Amadeus Youtube channel...

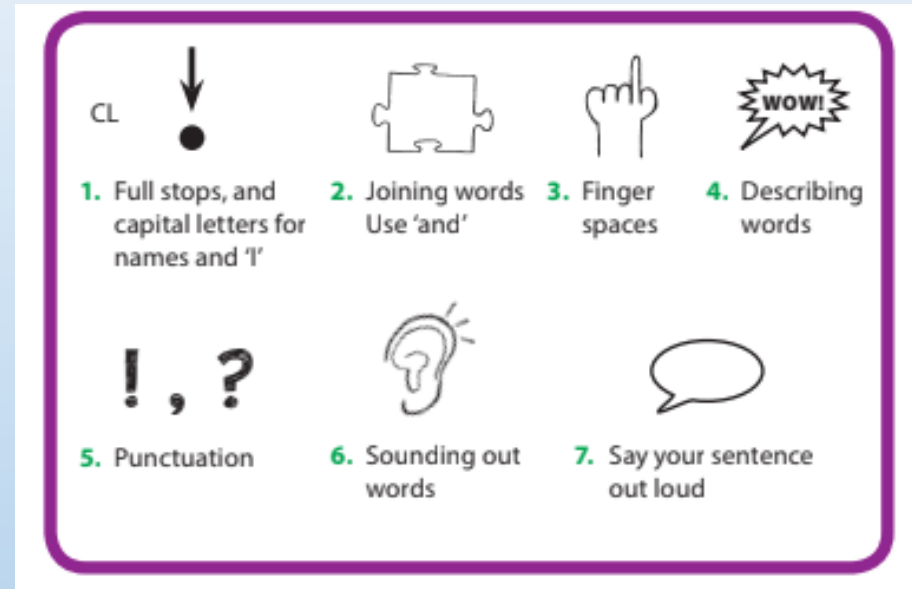
<https://www.youtube.com/@amadeusprimaryacademiestru9797/featured>

Skill: Add 1-digit numbers within 10	Year: 1
	When adding numbers to 10, children can explore both aggregation and augmentation. The part-whole model, discrete and continuous bar model, number shapes and ten frame support aggregation. The combination bar model, ten frame, bead string and number track all support augmentation.



End of year expectations - English

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of: 1. Capital letters 2. Full stops 3. Question marks 4. Exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative (as introduction to paragraphs).
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.



Little Wandle

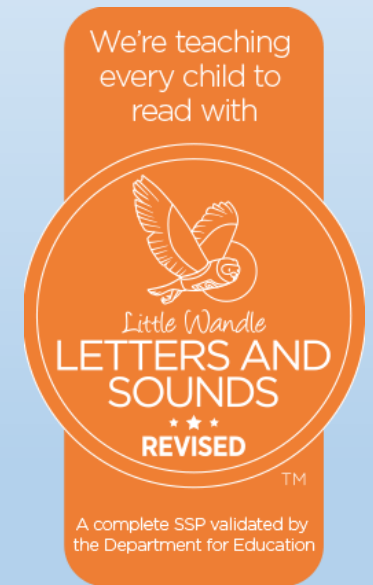
- Children will have daily phonic lessons following the Little Wandle scheme.
- Here is an overview of all the different phonemes the children will have started learning in Reception and will continue in Year 1.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	air are ere ear	zh su si	



Phonics Screening Check

- In Year 1, the children are required to take the Phonics Screening Check at the beginning of June.
- This assesses the children's ability to blend the sounds we have covered to read real and unknown (alien) words.
- During the check each child will sit with a teacher and read aloud the 40 words contained in the check.
- We will share the results at the end of the summer term. If your child does not reach the expected standard then they will continue to have support in Year 2 and will be able to re-sit the check then.

Guided Reading



During reading sessions we will focus on the teaching of reading through their knowledge of phonics, decoding words and learning tricky words. Guided reading is an opportunity to read together, working on the understanding of a text as well as the fluency.

Superheroes

Priya Predict – What might happen next? Use both the illustrations and the words to help the children predict what they think will happen. Discuss whether they were right or not.

Vinnie Vocabulary: Talk about new vocabulary. Take time to find out the meaning of new words.

Robin Retrieval: Practise retrieving information from the text read such as where the story set. Are the characters good or bad? How do you know?

Susie Summarise: Once they have read or listened to a story can they retell the main events. Can they tell you about the characters, setting or give an opinion about what they liked or disliked?

Izzy Inference: Can they hunt for clues in a text and make links about how someone might be feeling or why something is happening?

Reading - general

- For reading at home, children are given a scheme book and a reading record. The scheme book is linked with our phonics scheme used in school - 'Little Wandle'.
- We will assess the children's phonic knowledge and reading level in September.
- Children will be able to change their books twice a week (**Monday and Thursday**). The class teacher will select an appropriate book for your child.
- Children will be able to choose a choice book (any book from the book corner) additionally for you to read with them to encourage a love of reading.
- Children will be moved onto a new phase level when they are ready. There will be a strong emphasis on both fluency and comprehension. Please remember it is not a race and re-reading books supports the development of reading fluency.
- In addition to home reading, the children will have guided reading sessions and individual reading with the class teacher.
- Each class will also visit the local library throughout the year.

Reading Records

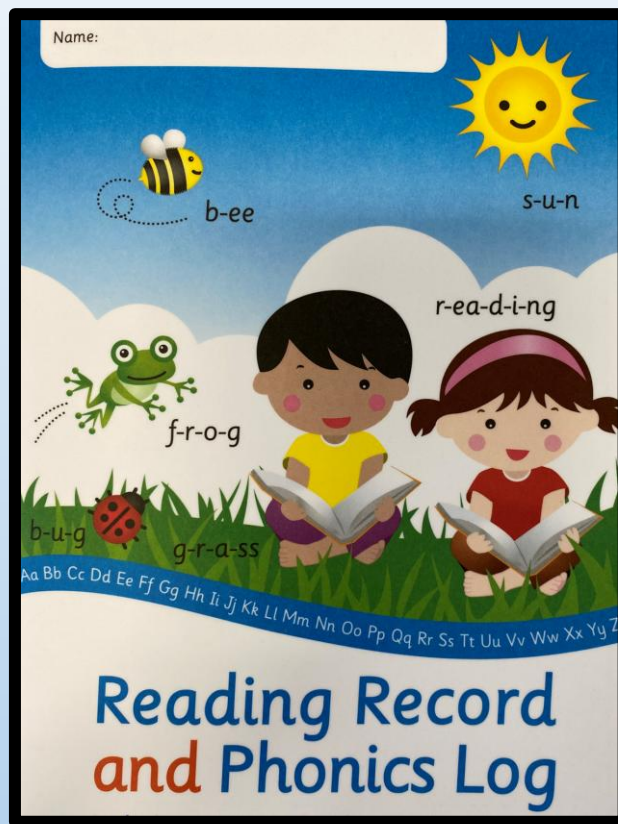
- Reading records are used as a way for teachers and parents to communicate about children's reading.
- Please leave a comment or initial the reading record when you have read with your child at home (this could be any text including the scheme book sent home or a book from home). The class teacher will also write comments in the reading record.
- Inside the reading record there are some additional resources such as; list of phonic graphemes, common exception words and top tips to help support your child's reading.
- Please send the reading record and scheme book in everyday in your child's book bag.
- **Monday and Thursday scheme books will be changed.**

Top Tips for the Reading Helper

- 1 Try to make reading time fun, and encourage the reader to read out loud. Aim to do little and often, but not when the reader is tired.
- 2 Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
- 3 **Blending** - encourage the reader to break words down into a series of sounds, e.g. c-r-a-sh. Run your finger under each sound in turn to encourage the reader to blend the sounds together.
- 4 Identify some key letter groups in the reading material and ask the reader to look out for them. Use the child's reading log to record the new letters / letter groups you are focussing on in each session.
- 5 Encourage the reader to look at any pictures in the book to get an idea of what it is about. Discuss the pictures with the reader.
- 6 Make a note in the reading log of any tricky words or words with unusual spellings, e.g. school. In particular, look out for the common exception words (listed in this book).
- 7 Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
- 8 Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
- 9 Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
- 10 Draw attention to punctuation marks and help the reader to read with feeling, e.g. "HOORAY!" they shouted.



Reading Record



Common Exception Words - Year 1

the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	put
push	pull	full	house	our

100 High-Frequency Words in Order

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	big	came	called
she	have	went	oh	here
is	be	when	about	off
for	like	it's	got	asked
at	see	looked	their	saw
his	some	very	people	make
but	so		your	an

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
s	sun	a	ant
☐		☐	
t	tap	p	pig
☐		☐	
i	igloo	n	net
☐		☐	
m	mug	d	dog
☐		☐	
g	bug	o	cat
☐		☐	
c	cat	k	kick
☐		☐	
ck	duck	e	egg
☐		☐	
u	bus	r	rat
☐		☐	
h	hat	b	bat
☐		☐	

☐ Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
f	frog	ff	puffin
☐		☐	
l	lips	ll	doll
☐		☐	
ss	grass		
☐			
j	jam	v	van
☐		☐	
w	web	x	fox
☐		☐	
y	yak	z	zebra
☐		☐	
zz	puzzle	qu	queen
☐		☐	
ch	chip	sh	ship
☐		☐	
th	moth	th	the
☐		☐	

☐ Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
ng	ring	ai	snail
☐		☐	
ee	bee	igh	night
☐		☐	
oa	boat	oo	moon
☐		☐	
oo	book	ar	car
☐		☐	
or	fork	ur	curl
☐		☐	
ow	owl	oi	coin
☐		☐	
ear	ear	air	hair
☐		☐	
ure	picture	er	hammer
☐		☐	

☐ Tick to show the reader knows the sounds

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
ay	play	a-e	cake
☐		☐	
ea	beach	e-e	these
☐		☐	
ie	tie	i-e	time
☐		☐	
oe	toe	o-e	phone
☐		☐	
ue	blue	u-e	tune
☐		☐	
ew	threw	ou	house
☐		☐	
oy	boy	ir	girl
☐		☐	
aw	saw	wh	wheel
☐		☐	
ph	photo	au	sauce
☐		☐	

☐ Tick to show the reader knows the sounds

Common exception/tricky words for year 1

These are the words the children will need to know how to read and spell by the end of the year.

Year 1		
the	a	to
says	today	do
of	said	by
were	is	me
his	has	there
I	your	so
you	they	come
was	be	some
where	no	one
love	go	ask
one	here	friend
are	school	full
he	put	house
we	push	our
once	pull	

Wider Curriculum

History and Geography lessons are taught alternatively each half term. Lessons are weekly. This is similar for Art and DT. This may change order.

Homework

There will be no homework until Autumn 2 to ensure the children settle into the routine of Year 1 and back into school life. Please just focus on reading as much as possible at home to begin with.

Weekly Homework: This will be set on a Friday via **Google Classroom** and due in the following Thursday. Homework will only be printed in exceptional circumstances.

- Reading at least 3x a week, recorded in reading records.
- English/Phonics (Google Classroom)
- Maths task (Numbots)

Trips and Visitors

Taking trips out of school and inviting visitors in is a fantastic way of enhancing children's learning experiences.

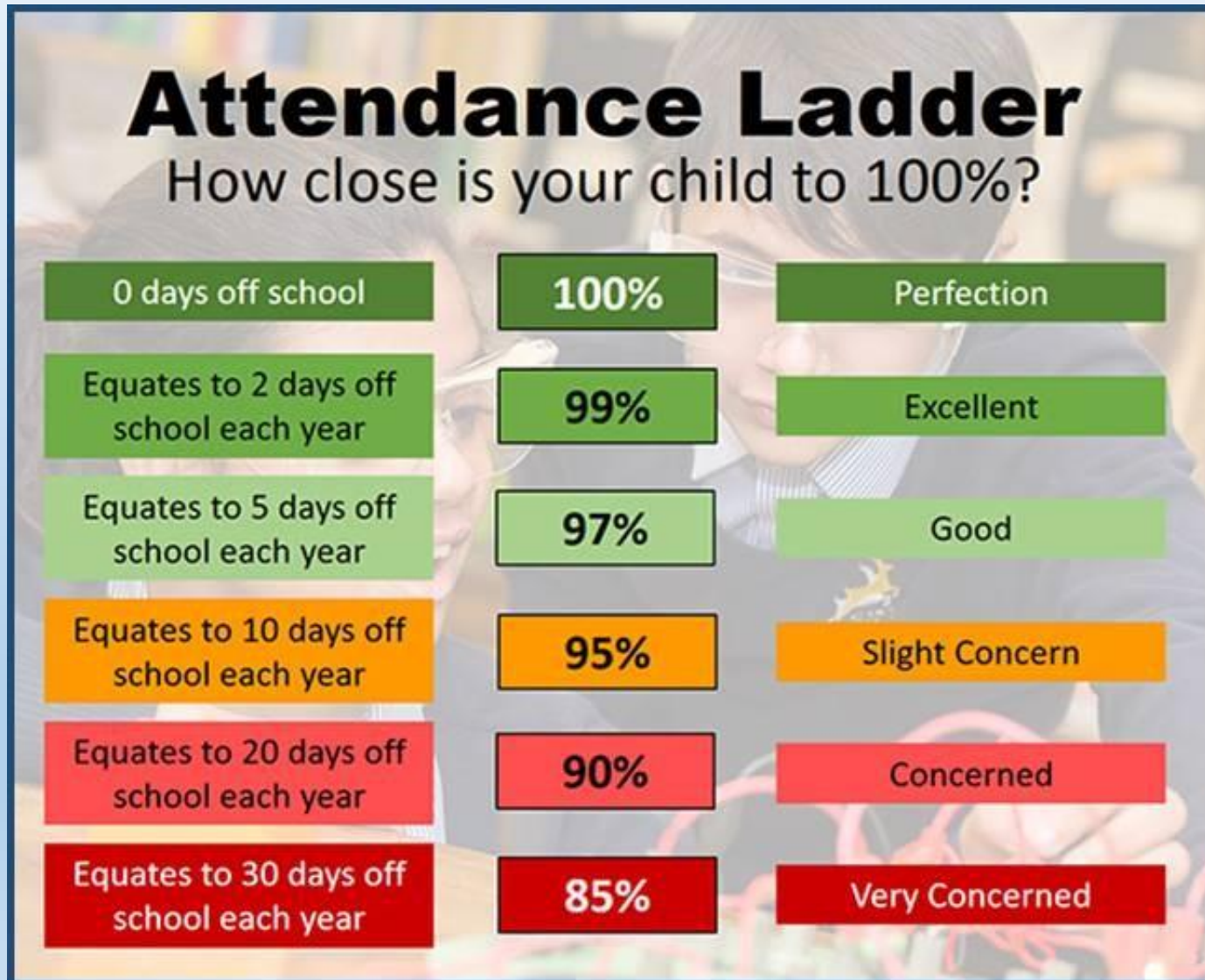
We would love to continue providing children with these opportunities, but, unfortunately, they come at a cost.

The PTA will be contributing per pupil towards a school trip.

Where possible, we take public transport or walk. However, this is not always possible as some visits link exceptionally well to the curriculum but may not always be local.

We appreciate how difficult the cost of living is currently and we are always mindful of this when organising events for the children but we can only continue arranging trips if the cost is covered by parent contributions. Sadly, schools are also working against tight budgets across the education system so the support from families is greatly appreciated.

Attendance: Aim for 100%





If you have any concerns or further questions then please do not hesitate to contact the school via email or phone and we will be happy to discuss these with you.

We look forward to welcoming everyone back in September.

Thank you